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ABSTRACT

State regulations for educating gifted children in Ohio are outlined. The rules cover: eligibility/identification; placement procedures; supportive services and experiences (acceleration, special experiences, guidance, organizational options); and criteria for state reimbursement for employment of gifted education teachers and coordinators in terms of qualifications, responsibilities, ratios, and facilities and equipment. (JDD)

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RULE FOR SCHOOL FOUNDATION UNITS FOR GIFTED CHILDREN

Effective July 1, 1984

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Ohio Department of Education
Columbus, Ohio

EC 300170

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RULE FOR SCHOOL FOUNDATION UNITS FOR GIFTED CHILDREN

Effective July 1, 1984
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3301-51-15 SCHOOL FOUNDATION UNITS FOR GIFTED CHILDREN.

A. General

1. A coordinator of gifted programs may be approved only in accordance with paragraph E. of this rule.

2. A teacher of gifted students may be approved only in accordance with paragraph E. of this rule.

B. Eligibility / Identification

1. Definition

Any child who meets the following requirements shall be determined to be a gifted child and shall be eligible for programs established by school districts:

a. Is of legal school age, including those approved for early admission.

b. Is superior in one or more of the following types of ability:

(1). *Superior cognitive ability* as measured by:

(a). An individual standardized intelligence test administered by a qualified psychologist within twenty-four months prior to initial placement, with performance two standard deviations above the mean, minus the standard error of measurement; or

(b). A group intelligence test and an individual achievement test.

(i). A standardized group intelligence test administered within twenty-four months prior to initial placement, with performance two standard deviations above the mean, minus the standard error of measurement; and

(ii). An individual standardized achievement test administered within twenty-four months prior to initial placement with performance at or above the ninety-fifth percentile nationally; or

(c). A group intelligence test, a group achievement test, and documented superior performance.

(i). A standardized group intelligence test administered within twenty-four months prior to initial placement, with performance two standard deviations above the mean, minus the standard error of measurement; and

(ii). A standardized group achievement test administered within twenty-four months prior to initial placement with performance at or above the ninety-fifth percentile nationally; and

(iii). Documented superior performance in applied academic settings.

(2). *Specific academic ability* which is superior to that of children of similar age, as measured by:

(a). An individual standardized achievement test administered within twenty-four months prior to initial placement related to specific academic ability with performance at or above the ninety-fifth percentile; or

(b). A group achievement test and documented superior performance.

(i). A standardized group achievement test related to specific academic ability and administered within twenty-four months prior to initial placement with performance at or above the ninety-fifth percentile; and

(ii). Documented superior performance in applied academic settings.

(3). *Creative thinking ability* which is superior to that of children of similar age, as measured by:

(a). An intelligence test and a test of creative ability.

(i). An individual or group intelligence test administered within twenty-four months prior to initial placement, with performance one standard deviation above the mean, minus the standard error of measurement; and

(ii). An individual or group test of creative ability; or

(b). An intelligence test and a checklist of creative behaviors.

(i). An individual or group intelligence test administered within twenty-four months prior to initial placement, with performance one standard deviation above the mean, minus the standard error of measurement; and

(ii). A checklist of creative behaviors.

(4). *Visual and/or performing arts ability* which is superior to that of children of similar age, as measured by:

(a). Demonstrated superior ability in a visual or performing arts area, such as, but not limited to, audition or display of work; and

(b). A checklist of behavior related to a specific arts area.

2. School districts may design programs to serve one or more of these types of abilities of gifted children. Those children demonstrating more than one of the types may be served together in the same program model, when appropriate.

C. Placement Procedures

The school district shall have written procedures to determine placement of children in approved programs and services. The procedures shall include:

1. Compliance with rules adopted by the state board of education.
2. A process for informing the parent(s) or guardian(s) of:
   a. The criteria for placement in a program or service for gifted children; and
   b. The criteria for withdrawal of a child from a gifted program or service.
3. A process for notification of, and review of, placement decisions upon written request by a parent, staff member, or child.

D. Educational Program

The following supportive services and experiences are some ways to serve gifted students as part of the regular educational program. The program shall reflect the criteria used in determining eligibility.

1. Accelerated educational experiences:
   a. Early entrance;
   b. Grade acceleration;
   c. Curriculum compacting, allowing children to complete more than one grade level in a given year;
   d. Advanced subject matter programs;
   e. Early graduation; and
   f. Concurrent enrollment at another school or training agency. (Educational options preclude a student receiving high school and college credit for the same work if such credit is within the required eighteen units for graduation.)

2. Special experiences:

   a. Topic seminars

   b. Independent study and research;

   c. Mentorships, internships, and other intensive work with experts in a given field of study; and

   d. Visual and/or performing arts experiences, including appreciation.

3. Guidance services

   a. Personal/social awareness and adjustment;

   b. Academic planning and performance; and

   c. Vocational and career awareness, investigation, and planning.

4. Organizational options

   a. *Clustering within classroom*

   Cluster grouping shall provide for full-time placement of two or more gifted children identified in accordance with paragraph B.1. of this rule in a regular education classroom. The classroom teacher will extend, replace, and/or supplement the regular school program by providing appropriate special instruction for the gifted child during the regular school day.

   b. *Resource room*

   The resource room shall serve gifted children identified in accordance with paragraph B.1. of this rule on a part-time basis, and shall provide instructional services different from those normally provided in the regular classroom. The children shall have an opportunity to work at their level of ability and in their area of interest and to interact with other gifted children for at least part of the regular school day.

   c. *Self-contained classroom*

   The self-contained classroom shall serve gifted children identified in accordance with paragraph B.1. of this rule on a full-time basis, and shall provide instructional services different from those normally provided in the regular classroom. The children shall be provided with individual, team, and flexible small group instruction, and may be permitted to pursue individual academic interests at their own level and pace.

E. State Reimbursement

Units or fractional units may be approved in accordance with the following:

1. Coordinators

   a. All coordinators shall be employed as full-time coordinators in the program for gifted children.

   b. Qualifications

      The coordinator shall meet the following qualifications:

      (1). Hold an Ohio teaching certificate;

      (2). Show evidence of a minimum of three years successful teaching experience;

      (3). Hold a master's degree;

      (4). Hold a supervisor's or administrator's certificate, if supervision of teachers is a part of the role and function; and

      (5). Hold an Ohio teacher's certificate for gifted instruction when such a certificate, or validation, is established by the state board of education. Prior to such implementation, the coordinator shall show evidence of:

         (a). Coursework in the psychology and education of the gifted;

         (b). Coursework in curriculum and materials for the gifted; and

         (c). A practicum in gifted education or eighteen months successful teaching or coordinating experience in a program for gifted children.

   c. Responsibilities

      Coordinator services shall include, but not be limited to, the following:

      (1). Assisting school personnel in the identification, selection, placement, and guidance of gifted children;

      (2). Providing inservice to parents, mentors, aides, administrators, and general education personnel regarding the education needs and characteristics of gifted children;

      (3). Providing consultation on curriculum development, teaching strategies, and appropriate materials for use by classroom teachers in assisting gifted children in the regular classroom;

(4). Coordinating direct service activities for gifted children which may include mentorships, advanced coursework, the formation of special seminars, independent study, and interdisciplinary curricular experiences;

(5). Developing educational evaluation and accountability procedures, curriculum and staff development activities and instructional or classroom management strategies. Coordinators shall not be assigned to regularly scheduled teaching duties; however, demonstration teaching may be provided to facilitate the provision of appropriate education for gifted children;

(6). Assisting school personnel in evaluating, on a continuing basis, the strengths and weaknesses of gifted programs assigned to the coordinator and providing an annual report in writing to the appropriate administrators; and

(7). Serving as a liaison with school personnel, parents, community members, universities and colleges, industry, business and cultural institutions, and other interested publics.

d. Ratios

(1). Units or fractional units may be allocated to districts or consortia of districts on the basis of five thousand ADM, K-12 per unit.

(2). At least one coordinator unit may be allocated in each county.

(3). Coordinator units allocated prior to the adoption of these rules, which do not meet the prescribed ratios may not be approved, unless a coordinator remains employed full time in that position by the same fiscal agent.

e. Housing, facilities, equipment and materials

(1). Coordinators shall be provided with support services and an office space which is adequately heated, lighted, ventilated, and which provides privacy necessary for conducting conferences with educators, parents, and children.

(2). Appropriate instructional materials and equipment shall be available to coordinators.

2. Teachers

a. Only teachers in resource or self-contained classrooms are eligible for state reimbursement. The following shall apply:

(1). Resource room

(a). Instructional services shall be provided during the regular school day.

(b). Services shall be coordinated with and related to part of the children's total educational program.

(c). Teacher/pupil ratio

The teacher/pupil ratio shall be a maximum of sixty and a minumum of twenty identified gifted children per resource teacher with a recommended assignment of no more than fifteen children per teacher at any one time.

(d). Age range

Within any one instructional period, the chronological age range in a resource room shall not exceed forty-eight months.

(e). Hours of instruction

The gifted child shall receive a minimum of five hours per week of instructional services as defined in paragraph E.2.c. of this rule.

(2). Self-contained classroom

(a). Teacher/pupil ratio

The teacher/pupil ratio shall be a maximum of twenty identified gifted children.

(b). Age range

The chronological age range of the class shall not exceed forty-eight months.

b. Qualifications

Teachers shall hold an Ohio teacher's certificate for gifted instruction when such a certificate, or validation, is established by the state board of education. Prior to such implementation, teachers shall meet the following qualifications:

(1). Hold an Ohio teacher's certificate;

(2). Show evidence of:

(a). Coursework in the psychology and education of the gifted;

(b). Coursework in curriculum and materials for the gifted; and

(c). A practicum in gifted education or eighteen months successful teaching or coordinating experience in a program for gifted children.

c. Responsibilities

(1). Teacher services for children defined in paragraphs B.1., B.2., and B.3., of this rule shall include, but may not be limited to:

(a). Providing instructional services within a multidisciplinary framework which go beyond those normally provided to develop skills in:

(i). Higher level thinking, including critical thinking, divergent thinking, logical reasoning, and creative problem-solving;

(ii). Research methods;

(iii). Interpersonal relationships; and

(iv). Oral and written expression.

(b). Providing communication, evaluation, and the reporting of student progress to parents.

(2). Teacher services for children defined in paragraphs B.1., B.2., and B.3. of this rule may also include provision for:

(a). Investigation of specific academic discipline where appropriate.

(b). Investigation of aesthetic appreciation.

(c). Career investigation.

(d). Time for independent study.

(e). Mentorships.

(f). Guidance.

(g). Leadership training.

(h). Consulting with classroom teachers, school administrators, and community members including persons in the arts, sciences, business, industry, etc.

(i). Participating in the process of placement, evaluation and reassignment of children.

(3). Teacher services for children defined in paragraph B.4. of this rule shall include, but may not be limited to:

Providing instructional services within a multidisciplinary framework which go beyond those normally provided to develop skills in a visual and/or performing arts area including:

(a). Theory/knowledge and appreciation of the area;

(b). Skill development and techniques;

(c). Adequate practice and performance time; and

(d). Original performance and/or style development.

d. Ratios

(1). Resource and self-contained classrooms approved following the adoption of this rule must be in a district, or consortia of districts, where there is a coordinator, employed full time, serving no more than thirty thousand ADM.

(2). Units, or fractional units, may be allocated to districts, or consortia of districts, on the basis of two thousand ADM, K-12 per unit.

(3). Teacher units allocated prior to the adoption of these rules which do not meet the prescribed ratios, may not be approved unless a teacher remains employed in that position by the same fiscal agent.

e. Housing facilities, equipment and materials

(1). The facilities in which instruction is provided for gifted children shall be located in public school buildings except where appropriate off-campus programs may be neccessary.

(2). All programs for gifted children shall be housed in classrooms which are large enough to accommodate individual and/or small group instruction, as well as the storage of necessary special teaching materials, and which are adequately heated, lighted, and ventilated, and which include adequate electrical outlets, desk/tables, and chairs.

(3). Appropriate instructional materials and equipment shall be available to teachers.

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